

This is Havering College, Quarles Campus. When students arrive at the start of the day they are met from transport by learning support staff who accompany them to breakfast club in preparation for the day. Some students travel to college independently.

Students at all levels have access to the greenhouse, where they grow plants and vegetables. Hanging baskets and planters are prepared and sold as part of the students' enterprise activity.

Students develop their independence skills in the kitchen, learning to cook healthy meals, with the appropriate level of support to meet individual needs. Household skills, such as cleaning, are also developed.

Students are encouraged to use technology to support their learning, including the use of Ipads and Kindles. Communication and language skills are developed and consolidated throughout all levels of courses.

Support staff work closely with learners within the classroom to develop their reading and writing skills and to ensure they understand what is expected of them so they can achieve their full potential. Students also participate in practical sessions such as creativity, sport and woodwork.

Courses at Level 1 offer progression within the college.

Support is available for students throughout breaks and lunchtime, as appropriate, to help them to make decisions about what they choose to eat, help with money or carrying their tray.

Various fully supported lunch clubs are organised to meet the varying needs and interests of learners and to promote communication and social interaction; this also includes a reading club.

Teaching staff encourage learners to become as independent as possible. Learners are involved in developing their individual learning plans and associated targets. Individual targets are worked towards during every session.

Learning support staff remain with learners throughout the day, where appropriate, including going to the toilet or moving around college, for example visiting the refectory or library.

Students participate in a variety of subjects. During music sessions students develop their communication skills and confidence as well as having fun.

Students are encouraged to be as independent moving around college, as appropriate. Development of social awareness and personal safety, including stranger danger, is included in the curriculum.

Different pathways are available at Entry 3 and Level 1, including sport, business and work skills.

All students are encouraged to maximise their potential. Students participate in social enterprise activities within the college, including working in the shop, where they sell produce from the greenhouse and items made in class, such as jewellery.

This is The Bungalow, which has just been completed and will be used by students from September 2013. This will be a very safe and secure environment for students to transfer into college. The equipment here is designed to support specific needs, including the sensory room.

The Bungalow will also be used as a facility to consolidate the life skills learners have developed during their time at college.

A new personal care facility has been developed in the main building to assist people with mobility problems and offer a private, dignified and safe setting for meeting personal care needs.

All staff rooms have an open door policy and students can always find a member of teaching staff if they need help.

Students are encouraged to use the main college resources, as appropriate. Here we can see students using the learning resource centre.

This is a smaller sensory room located in the main building, which is available if students need a quiet space.

Ravensbourne School

Here we see Ravensbourne School which has a Post 16 provision for students with severe learning difficulties and profound needs. Students take part in a range of activities to help them develop their own independence and, where possible, work-related skills. Support is available for students to encourage them to participate in tasks as independently as possible to develop their own life skills.

Students at Ravensbourne stay at the school until the age of 19. They then progress onto a range of settings, including college.

Where appropriate, students are given the opportunity to develop work preparation skills, for example setting out the tables and chairs for lunch.

This is the sensory room.

Havering College provision based at Corbets Tey School

At Corbets Tey School there is a very small provision for 10 students who are Havering college students but located at the school. They follow the same programme the college offer learners and students are encouraged to progress to college.

Students develop a range of skills and participate in sessions such as gardening and living skills. There are a range of different learning activities that take place which enable them to meet their outcomes.

Students make and grow products as part of their enterprise activities for work related learning as well as receiving a daily language and communication programme.

Students participate in activities to develop their life skills.

Skills learnt in the classroom are generalised into the community.

ROSE Programme

The ROSE programme has been developed to enable as many people as possible to access supported employment. Some students start by working in a social enterprise such as the Cafe then go onto work experience placements outside college

All learners who are able are encouraged to develop their aspirations to go into paid employment.